

HANDOUT D

INTAKE/REGISTRATION & PROGRAM PARTICIPATION EXERCISES

DIRECTIONS

Read the following exercises. Discuss with your partner or group the questions posed at the end of each exercise. You may use your notes and any information in your handout packets. Have at least one person take notes; you may volunteer or be asked to report out on your answers.

1. Anna is limited English proficient and is currently enrolled in a Spanish language GED class at a local community college so she can obtain her GED. She has recently inquired about WIA services and would like to enroll as soon as possible. *Should you register her before or after she receives her GED? What are the performance considerations for enrolling her now or later?*
2. Jenny is 15-years-old. She is in ninth grade at the local high school when she enrolls in WIA in June, and she tests at or above grade level. At registration, an occupational skills goal is set, which she plans to attain through participating in an advanced computer training course. Her occupational skills goal is to graduate from the computer training course. After a few months, Jenny stops attending the class and decides to get a part-time job as a babysitter (she is not exited, but continues other WIA services). In January, Jenny decides she would like to resume her class. She graduates from the class in August with high grades. *What is the effect of Jenny's actions on the Skill Attainment measure? Is there anything her case manager could have done to improve performance?*